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ABSTRACT

In the title, "Five Points on Site Teacher Education," the "On Site" refers to the transfer of education courses from academic settings to public secondary school locations; the "five points," to a specific geographic design through varied racial or ethnic areas. Theory and practice are consistently interrelated, and course work blends gradually into participation and student teaching. The student teachers begin, however, only upon their individual readiness, not on a set group schedule. Variations on the original idea include multimedia approaches, minicourses such as teaching reading to adolescents, and "the school without walls" concept. The contribution to teacher education appears in teachers more informed of the realities of public school life and as a practical contribution to the problem of teacher placement. (JA)

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THE FIVE POINTS ON SITE TEACHER EDUCATION PROGRAM

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The Five Points On Site Teacher Education Program

Description: The "on site" feature of the California State College Los Angeles (CSCLA) program refers to the transfer of education courses from their traditional academic campus settings to selected public school sites or locations. "Five points" refers to a geographical design in which a deliberate effort is made to place a professional sequence of courses in neighborhoods of varied racial or ethnic origins.

The five selected locations in the CSCLA secondary education program include a school in a predominantly black neighborhood; another in a predominantly Mexican-American neighborhood; a third in a mixed neighborhood in transition; a fourth in a relatively stable middle class Caucasian school district noted for its innovated programs. The fifth and final site is the traditional campus setting at CSCLA.

A third characteristic, not evident in the title, is that the program in the off-campus sites assumes various designs, in some cases radically departing from the traditional design of separate course packages. Most "on site" programs include instruction in all credential courses with the exception of the special methods courses for particular teaching specializations. The typical program includes educational sociology, psychology, curriculum, methods, and audio-visual education. Courses are taught by two or three man teams of professors representing the various courses of the program. A given team may initiate a program by establishing, in conjunction with the college students, an agenda of both breadth and depth of experiences. An agenda might include, for example, small-group seminars, participation-observation in selected classrooms, attendance at school

board meetings, work in a media center, individual tutoring, individual conferences, work in various school offices and departments, and the like. Continuity is provided by the instructors who organize both large-group and small-group seminar sessions. The "on site" school, its faculty, students, resources, problems and possibilities become the subject matter of the program. Theory and practice are continuously inter-related fusing principle and performance into a dynamic program for the preparation of secondary school teachers. Course work blends gradually into participation observation and student teaching. Thus, instructors are attempting to individualize student-teacher assignments not only in terms of the personalities involved but in terms of time. In contrast to the traditional procedure in which all student teachers begin at the same time, usually the last semester or quarter of their program, "on site" student teachers begin at varied times depending upon their individual readiness and the combined judgments of both college instructors and supervising teachers.

Development: The first "on site" program was established in 1957. Two instructors, upon their own initiative, made arrangements to team teach their courses in a selected school site. The program worked for a time and then was phased out because of limited enrollment. Later the same idea was picked up and developed by other staff members. The Department of Elementary Education also adopted the idea and has had a flourishing "on site" program for a number of years. In 1964, the School of Education received a grant from the Office of Juvenile Delinquency and Youth Development, in the U.S. Department of Health, Education, and Welfare. The grant

covered a two year period and included on site programs in both the Departments of Elementary and Secondary Education. On site schools were located in the heart of the Watts area in central-city, Los Angeles. The funded program came on the heels of a non-funded pilot program in the same general area of the city. Reactions of all participants students, supervising teachers, school administrators, college instructors, were most positive and the groundwork was laid for a more intensive effort in Project TEACH (Teacher Education for Advancing the Culturally Handicapped).

Since the culmination of Project TEACH in 1967, no special funding has been available. After Project TEACH, the program continued, first with one course (a special block methods course, Ed.411) taught off campus with participation-observation in the various classrooms. Later the course in Psychological Foundations of Education was added and then Educational Sociology. These courses, along with student teaching, a three quarter unit special methods course, Ed.493, and an Instructional Materials Preparation Laboratory comprise the professional education program, a total of 30 quarter units including the 10 quarter units for student teaching credit. At some sites, the special methods course in social science, Ed. 493SS, was tried since this course generally had the largest enrollment of all of the special methods courses. Generally, however, Ed. 493 is taught on campus. Similarly, the instructional materials preparation laboratory, a one-quarter unit course and a machines operations laboratory are generally taught on campus; with the exception of one "on site" location where a well equipped media resource center is available.

There have also been several efforts to vary the pattern of experiences. One "on site" coordinator, for example, experimented with varying the setting every four or five weeks. College Students would start at one end of Pasadena, say the East, predominantly white middle class area, stay for four or five weeks in a high school, then move to the center of Pasadena for another four or five weeks, and finally move to the predominantly black section in west Pasadena. Another variation, used in Project TEACH, involved a ten-week experience in a senior high school, followed by a second ten weeks in a feeder junior high school. Institution of the quarter system made such patterns all but impossible.

A third media-oriented pattern took the form of an intensive multi-media approach to instruction. Video-tape protocol materials of student teachers in action in various settings were collected and integrated into on-going course work. The protocol materials, in addition to their original use in an "on site" program, were integrated in a special media centered Ed. 411 course taught on campus.

Additional exploration and experimentation took the form of curriculum enrichment. Special mini courses or "service packages" have been added. These include a brief but intensive mini-course in the teaching of reading to adolescents, an introduction to the uses of educational media, and the special laboratory experiences referred to earlier. The introduction of the mini course in reading came about because of a perceived urgent need, especially for prospective inner city teachers. No units were available or were likely to be made available for the addition of a required course, so, once again, the existing program was shaped and formed or squeezed and twisted to

accommodate this need. Fortunately, at this writing, special state legislation has been passed mandating a required course in the teaching of reading for all secondary credential candidates. Inclusion of educational media into the formal instructional situations is another example of curriculum enrichment dependent largely upon the improvisations and shirt-sleeve effort of a dedicated faculty in a situation where formal staffing provisions were simply not available. Preparing secondary teachers in a rapidly changing educational milieu in a very tight "unit market" has not been easy but it has brought forth a number of creative ideas from faculty members whose primary interest has been in building respectable teacher education curriculum.

Another variation received its inspiration from the "school without walls" concept pioneered by the Philadelphia, Pennsylvania public schools. An Ed. 411 instructor, upon returning from teaching summer school at Temple University in Philadelphia where he had observed the "schools without walls" program decided to experiment with incorporating the same concept into the "on site" program. Thus, was the Pasadena "Wherack" (Where the Action Is) program born. In the Wherack program, teacher education candidates from CSCIA working on an "on site" location assume responsibility for the learning of public school students in a variety of community locations. Junior or senior high school students learn from guided experiences in community libraries, banks, museums, radio stations, newspaper offices, and the like. Wherack is an attempt to make a meaningful connection between the secondary-school pupil and constructive life in the larger community.

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In the process, however, teacher education students also make a highly relevant connection with the adolescents whom they will be teaching upon receipt of their teaching credentials. Thus both the schools and the College make a solid contribution both to the preparation of teachers and to the learning of junior and senior high school youth.

Where is the program today? Currently, four on site programs are in operation - each located in the type of setting referred to earlier. These include the Wherack program in Pasadena, the MILE program at Lincoln High School, a predominantly Mexican-American neighborhood, the Locke Program at Locke High School in Los Angeles, located in the heart of the black community, and the Temple City program in a suburban school district deeply involved in a number of exciting innovations. In addition, one, sometimes two, programs are taught on campus. Media are incorporated as an integral part of all programs.

The Department of Secondary Education has also received a small planning grant from the Sears Roebuck Foundation for the design of a competency based teacher education curriculum. The planning proposal includes such components as a simulation and games laboratory, self-instructional program center, inter-urban video tape model bank, video-tape self evaluation laboratory, and an inter-cultural resource collection. The planning has just been initiated and it is too early to make any definitive statements as to its eventual contribution to our program. (See letter attached)

A closely related current effort is to develop performance

objectives and criteria for each of the professional courses. To date, objectives have been developed for the six-quarter unit on site course, Ed. 411. It has also been evident from discussions and work to date that a viable "on site" teacher education program also requires a prominent role for the public school faculty. The extent of this role is such that it becomes somewhat presumptuous to expect complete cooperation without some form of remuneration. Fortunately, cooperation of public school faculties has been exemplary, but as the department moves into increasingly sophisticated designs, both the interest and the competence of the public school faculties may become critical.

Personnel Involved: Personnel involved include faculty members from the Department of Secondary Education and the Department of Educational Foundations. A list of Secondary Education faculty heading up each on site center is attached. Public school personnel include the principal, department chairmen, and a large number of cooperating teachers and supervising teachers. (Cooperating teachers is the term used to refer to teachers whose classes are used for participation-observation experiences prior to student teaching.)

Budget: No special funding has been available for the on site program. With the exception of the two-year funded Project TEACH program which involved only a small part of the total program, no funds have been available for either faculty or students. Audio-visual equipment and materials are checked out of the College Audio-Visual Center and used in the schools. (Inconveniences for faculty referred to earlier include such factors as transporting their libraries, audio-visual equipment, and sometimes having assigned rooms in public schools

changed in mid-quarter.) The program is financed upon the same basis as the regular College program.

Contribution to the Improvement of Teacher Education: The contribution to the preparation of secondary school teachers has been considerable. The on site program is a model of cooperative public school - college relationships. College professors become much more informed to the realities of public school life and their instruction becomes much more relevant. Conversely, public school faculties pressed for a rationale for this or that procedure by inquiring college students become more conscious of their methodology and of their over-all professional role and inevitably sharpen their teaching practices. Secondary school adolescents receive attention from many more qualified adults and individualized instruction becomes much more of a reality. The teacher education candidate for whom the program is designed very likely receives the greatest benefit. His training experiences are considerably enhanced by the opportunities made possible in the on site setting. Opportunities to observe and to practice new teaching skills and strategies are abundant. Contact with adolescents is continuous. Not only does the teacher-education candidate become an integral part of the instructional scene, but he secures as well a valuable internship in various aspects of school administration and can observe firsthand the impact of a community upon a particular school population.

The program has also made a real contribution to the intensely practical consideration of job placement. College students placed in off campus centers become known to the faculty and administration of the school district. They become comfortable in the setting and competent in implementing a variety of school district policies.

Hence, it is not at all surprising that a large number of such students, upon conclusion of student teaching, are employed as full-time members of the faculty.

Evaluation: Evaluation has ordinarily taken the form of soliciting reactions or opinions from the participants. Project TEACH, as one example, was evaluated by taping structured interviews with teacher education students over a selected time span. Interviews included those currently enrolled in an on site program at the time of the interview, recent graduates, and those who had been teaching from one to three years. Also included among the interviewees were supervising teachers, department chairmen, and the school principals.

Selected on site programs have been evaluated by questionnaires. Reactions to different parts of the on-site experience have been solicited. Participation-observation in a variety of classrooms, always a high-ranking item, was sub-divided in terms of major benefits: (a) getting a realistic view of secondary school students, (b) getting ideas from the cooperating teacher, (c) relating textbook theory to actual classroom teaching, (d) activities in which I participated. Consistently, over a five year time span, contact with adolescents has been perceived as the major benefit of participation-observation by the greatest number of respondents.

Comments of school administrators, supervising teachers, and college students have been consistently positive; however, a controlled study comparing the terminal skills and understandings secured by on site candidates as compared to those in comparable classes on campus has yet to be attempted. Probably the best evidence of the perceived value of the on site program is in terms of growth in over-all

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enrollment of students and in the steady increase in programs from on site including one course to four programs, each one involving all major courses in the program. Currently, the proportion of on site to campus programs decidedly favors the on-site to campus programs decidedly favors the on-site experience.

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